Child Outcomes

Completing the EDIS Child Outcomes Summary Form (COSF)

Army EDIS
Measuring Outcomes Initiative

Module Two

Objectives

Participants will…

1. understand assessment of functional outcomes.
2. learn how to complete the Army EDIS Child Outcomes Summary Form (COSF).
3. be familiar with the resources available to assist with completion of the Army EDIS COSF.
4. understand the team process for completing the Army EDIS COSF.
5. be able to enter child outcome data in the EDIS data system (Special Needs Program Management Information System - SNPMIS).

Functional Outcomes

- Outcomes
  - *Results* of Early Intervention.
  - Different from IFSP outcomes.

- Functional
  - Skills used meaningfully in the *context* of day-to-day life.
  - Integrated behaviors to achieve goals.
  - Not discrete behaviors.

Think Functionally *within age-expected bounds*

Not just…	But does he/she…
▪ Shows a skill in a specific situation	▪ Use a skill in actions across settings & situations to accomplish something meaningful to the child
▪ Makes eye contact, smiles, & gives a hug	▪ Initiate affectionate interaction toward caregivers & respond to others' affection
▪ Points at pictures in a book	▪ Engage in play with books by pointing at & naming pictures
▪ Uses a spoon	▪ Use spoon to scoop up food & feed self at meals

Isolated or Functional?

1. Knows how to imitate a gesture when prompted by others.
2. Uses finger in pointing motion.
3. Uses 2 word utterances
4. Watches what a peer does and incorporates it into his play.
5. Points to indicate wants or needs.
6. Engages in back and forth verbal play exchanges with caregivers using 2-word utterances.

Measuring Child Outcomes

COSF – Key Features

- It is **not** an assessment tool.
- It uses information from assessments & observations to get a global sense of how the child is functioning across settings/situations at one point in time.
- 7-point rating scale.
- Ratings are based on the child's functioning compared with what is expected given the child's age.

Measuring Child Outcomes

Key Points

- Children can be described with regard to how close they are to age expected behavior for each of the three outcomes.
- Most children in the general population demonstrate the outcomes in an age-expected way.
- By providing services and supports, early intervention is trying to move children closer to age-expected behavior.
- Some children will never achieve this.

Essential Knowledge for Completing COSF

Between them, team members must:

I. **Understand general age expectations for child development.**

II. **Understand the content of the three child outcomes.**

III. **Know how to use the COSF rating scale.**

Specific to the child being rated:

IV. **Know about the child's functioning across settings and situations.**

V. **Understand age expectations for the child's functioning within the his/her culture.**

I. Understand Age-Expected Development

Age-Expected Development

- Generating a COSF rating requires thinking about a child's functioning in relationship to age-expected development.
- Refer to resources that describe sequences and age expectations in child development.
- Use of these resources can be helpful…
  - for teams as they consider the appropriate rating to describe a specific child's functioning.
  - as professionals communicate with family members about ratings.

The Concept of Foundational Skills

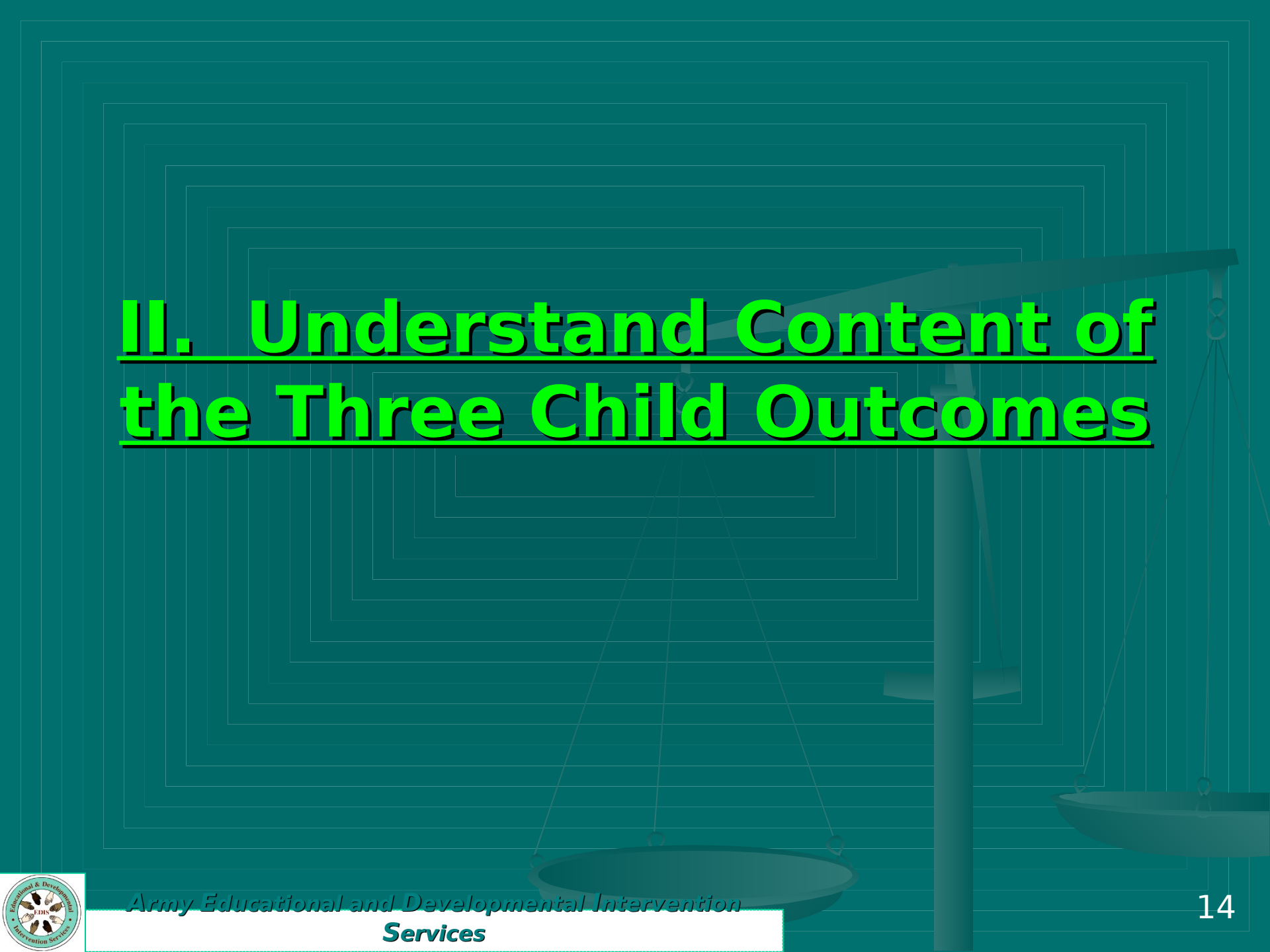
- In predictable ways, children's earlier skills & behaviors serve as a foundation for the next higher level of functioning developmentally.
- Foundational Skills
  - Earlier skills serve as the base & are conceptually linked to later skills.
  - Children play along side one another before they interact in play.
  - Skills become more complex as children get older.
- Immediate Foundational Skills
  - Just prior to age-expected functioning.

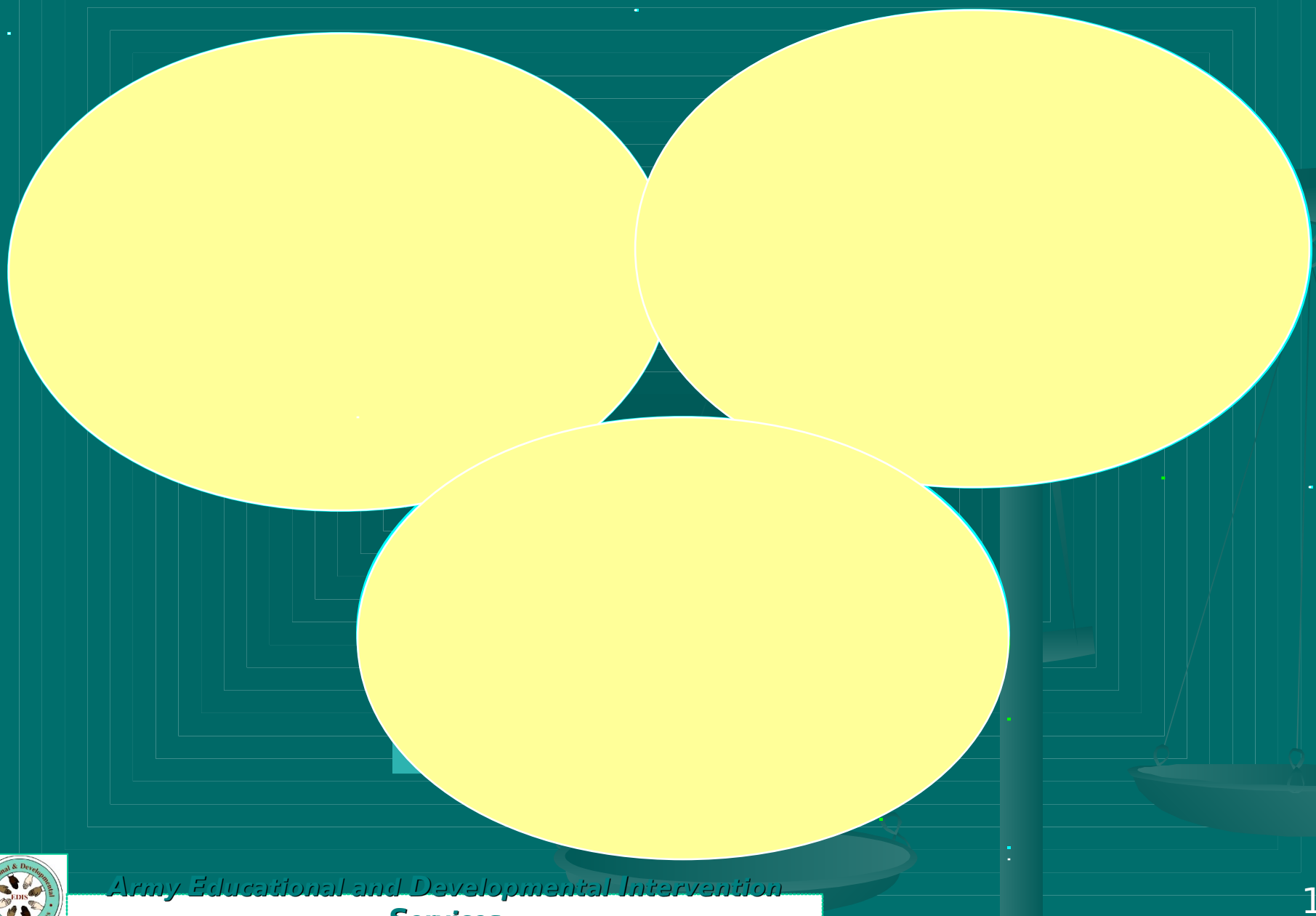
Observing Tyler…

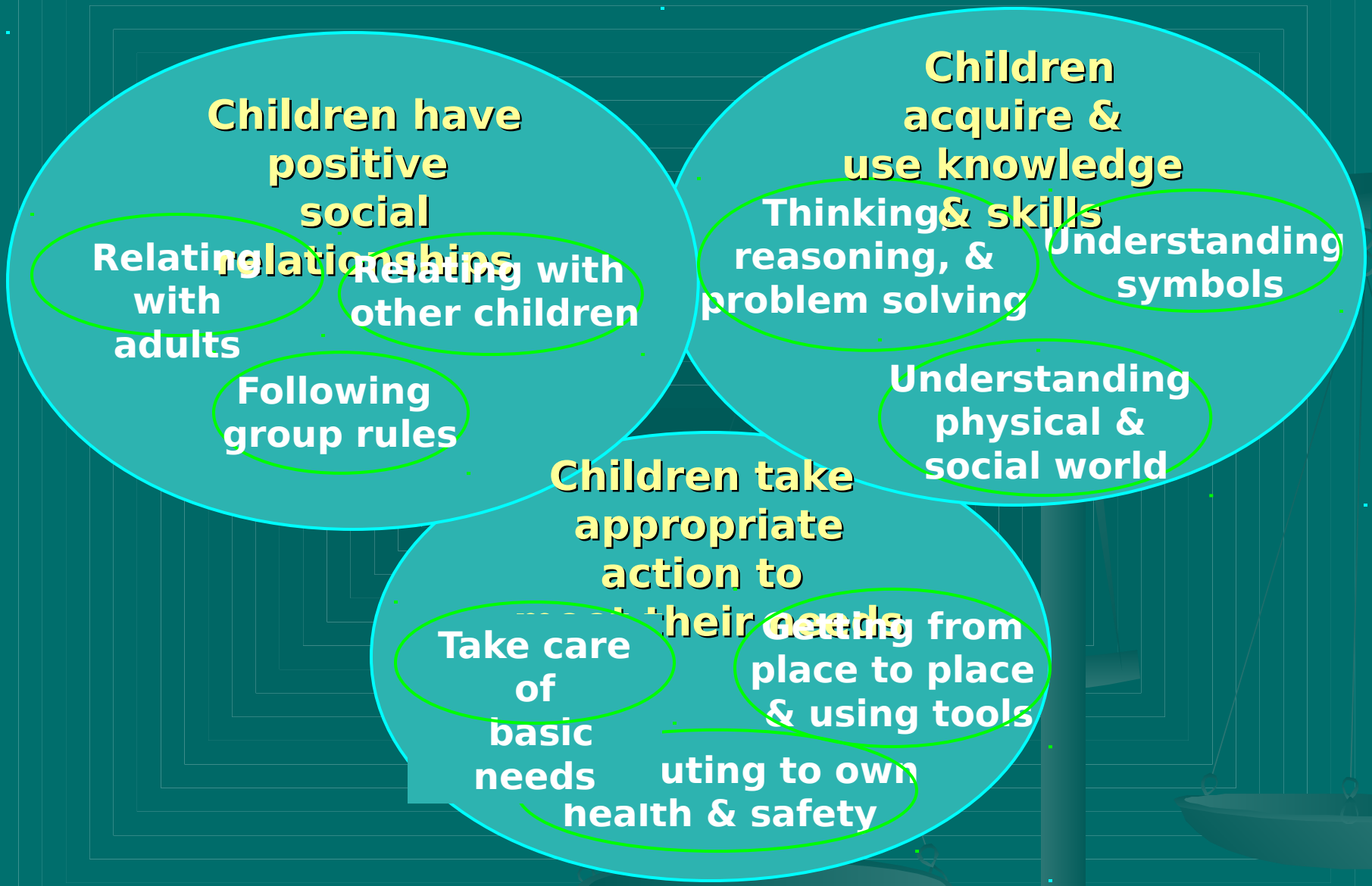
- Tyler is 13 months old.
- How would you describe his skills and behaviors based upon what you see?
  - Are they age-expected?
  - Immediate foundational?
  - Or not yet?

Observing Tyler

II. Understand Content of the Three Child Outcomes






Children have positive social relationships
Relating with adults
Relating with other children
Following group rules
Children acquire & use knowledge & skills
Thinking, reasoning, & problem solving
Understanding symbols
Understanding physical & social world
Children take appropriate action to their needs
Take care of basic needs
Getting from place to place & using tools
health & safety

Observing Functional Development

- Identify what the child is doing in terms of

1. **Demonstrating positive social/emotional skills including social relationships**
2. **Acquiring and using knowledge and skills**
3. **Taking appropriate action to meet needs**

- Consider Progression of Development
- Consider Functionality - skills/behaviors in context and across settings.

1. Positive Social Relationships

- Demonstrate attachment
- Initiate & maintain social interactions
- Behave in a way that allows them to participate in a variety of settings & situations
- Demonstrate trust in others
- Regulate emotions
- Understand & follow rules
- Comply with familiar adult requests
- Share toys & materials with others
- Initiate, respond to, & sustain interactions with others as play partners
- Listen, watch, & follow activities during group time.

Developmental Progression

1. Positive Social Relationships

Relationships with primary caregivers

- Recognizes and reaches to primary caregiver
- Seeks to remain in company of primary caregiver
- Seeks primary caregiver as secure base in new situations
- Interacts with new people/situations when primary caregiver is nearby
- Functions with increasing comfort in a variety of situations

Play with others

- Watches & responds to other children
- Reaches out & engages momentarily with others
- Has brief play encounters with others
- Participates in longer play encounters playing with similar activities
- Participates in coordinated play with others

Observation & Discussion Prompts

1. Positive Social Relationships

- How does the child…
  - interact with & relate to others in day-to-day happenings
  - display, read and react to emotions
  - initiate, maintain, and close interactions
  - express delight or display affection
  - transition in routines or activities (familiar & new)
  - engage in a joint activities/interactions
  - show awareness of contextual rules expectations
  - respond to arrivals and departures of others
    - …..across different settings?

Positive Social Relationships

a closer look

- Observing a 20 month old child.
- What is age expected in terms of social relationships skills and behaviors?
  - Relating to adults
  - Relating to other children
  - Following rules

Observing 20 Month Old Child

Positive Social Relationships

2. Acquire & Use Knowledge & Skills

- Display curiosity & an eagerness for learning
- Explore their environment
- Explore & play with people & objects (toys, books, etc.)
- Engage in appropriate play with toys & objects
- Use vocabulary either through spoken means, sign language, or through augmentative communication devices to communicate in an increasingly complex form
- Learn new skills & use these skills in play (e.g., completing a puzzle or building a fort)
- Acquire & use the precursor skills that will allow them to begin to learn reading & mathematics in kindergarten
- Show imagination & creativity in play

Developmental Progression

2. Knowledge & Skills

Learning about their environment

- Visually exploring
- Mouthing toys
- Banging, dropping toys
- Combining toys – using toys functionally
- Pretending
- Expanding scheme in pretend play

Problem solving

- Awareness of a problem
- Imitates the way others solve problem - immediately
- Experiments with trial & error to solve simple problem
- Persists with trial & error to solve problem
- Intently carries out own plan for solving problem

Observation & Discussion Prompts

2. Knowledge & Skills

- How does the child…
  - imitate others and learn to try new things
  - persist or modify strategies to achieve a desired end
  - solve problems and attempt solutions others suggest
  - use the words/skills he has in everyday settings
  - understand and respond to directions or requests
  - display awareness of the distinction between things
  - interact with books, pictures, print
  - demonstrate understanding of familiar scripts in play
    - …..across different settings?

Knowledge & Skills

a closer look

- Observing a 30 month old child
- What is age expected in terms of acquiring and using knowledge and skills?
  - Thinking, reasoning, remembering
  - Problem solving
  - Using symbols and language

Observing 30 Month Old Child

Knowledge & Skills

3. Take Action to Meet Needs

- Move from place to place to participate in activities, play, & routines.
- Seek help when necessary to move from place to place.
- Manipulate materials to participate in learning opportunities & be as Independent as possible.
- Use objects (e.g., forks, sticks, crayons, clay, switches, other devices, etc.) as tools in appropriate ways.
- Use gestures, sounds, words, signs or other means to communicate wants & needs.
- Meet self care needs (feeding, dressing, toileting, etc.).
- Seek help when necessary to assist with basic care or other needs.
- Follow rules related to health & safety.

Developmental Progression

3. Action to Meet Needs

Motoring about

- Begins moving purposefully (rolling, sitting, crawling)
- Gains balance to move from place to place
- Walks forward with increasing coordination
- Attempts a variety of motor activities
- Balances while moving arms and legs in active play

Self-care *(dressing, undressing, eating, toileting)*

- Begins to participate as adult attends to personal needs
- Attempts simple personal care tasks
- Tries more complex personal care tasks with limited success
- Tries more complex personal care tasks with increasing success
- Does many personal care tasks successfully

Expressing needs *(hungry, thirsty, changing, toys)*

- Cries, vowel sounds, babbles, points/gestures, word-like sounds, single words, two-word phrases, simple sentences

Observation & Discussion Prompts

3. Action to Meet Needs

- How does the child… across different settings?
  - get from place to place
  - assist with or engage in dressing, eating, toileting, hygiene tasks
  - convey needs and desires and preferences
  - respond to challenges
  - respond to delays in getting what he wants
  - get what he wants (e.g., toys, food, attention…)
  - show awareness of or respond to situations that may be dangerous
  - amuse himself or seek out something fun

Action to Meet Needs

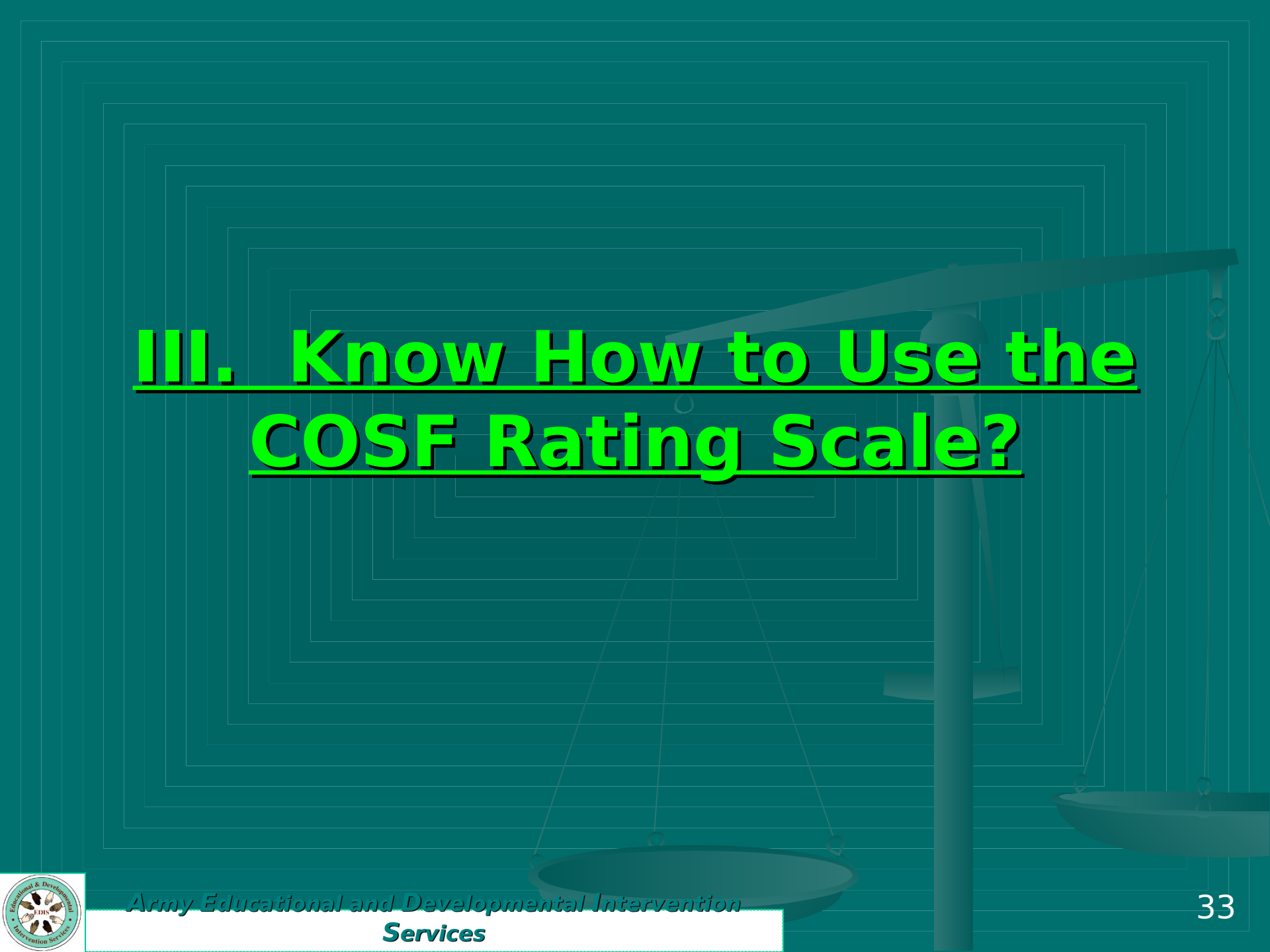
a closer look

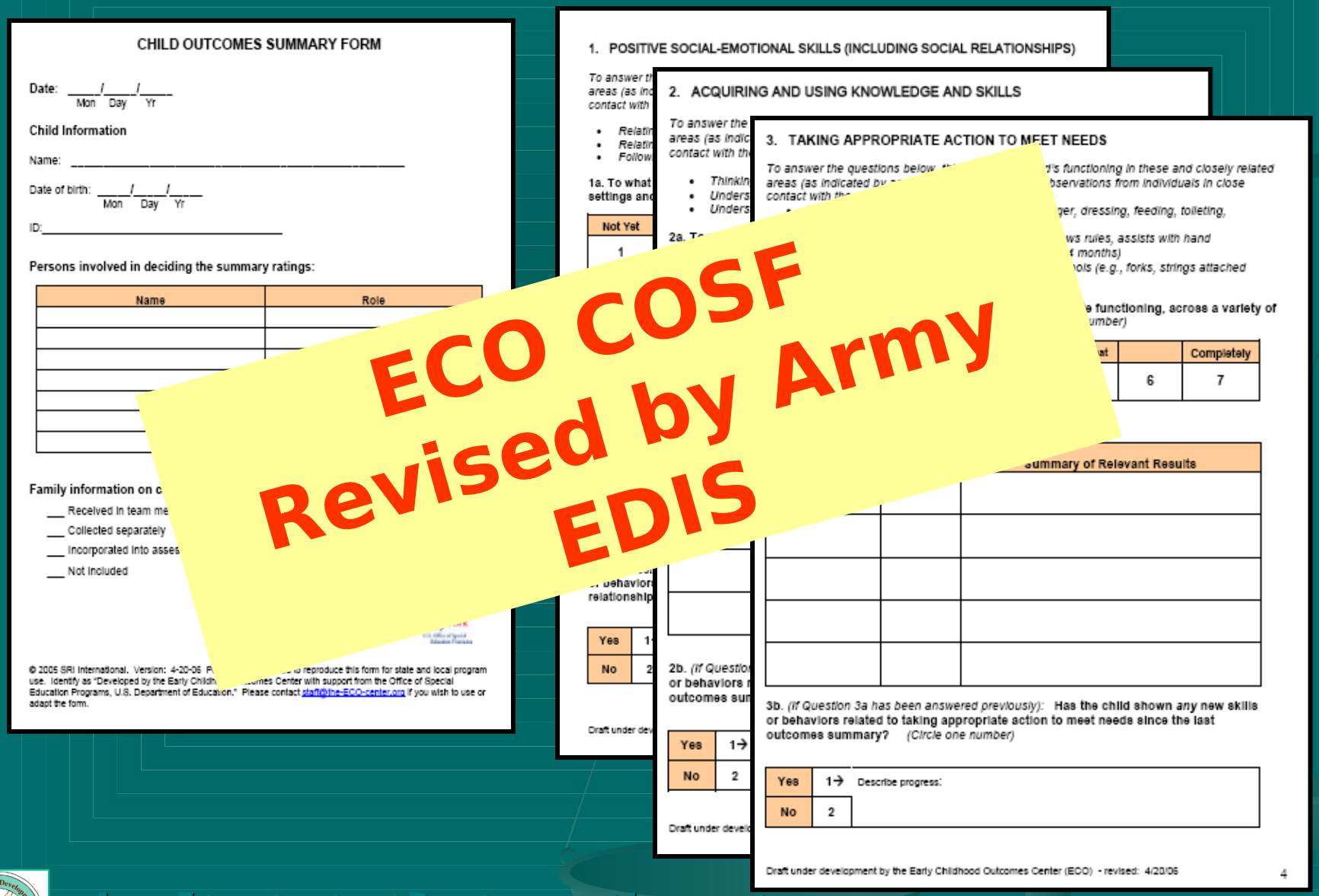
- Observing a 30 month old child
- What is expected in terms of ability to take appropriate action to meet needs?
  - Taking care of basic needs
  - Getting from place to place
  - Using tools

Observing 30 Month Old Child

Meeting Needs

III. Know How to Use the COSF Rating Scale?




CHILD OUTCOMES SUMMARY FORM
Date: ____/____/____
Mon Day Yr
Child Information
Name: _____
Date of birth: ____/____/____
Mon Day Yr
ID: _____
Persons involved in deciding the summary ratings:
Name
Role
Family information on c
___ Received in team me
___ Collected separately
___ Incorporated into asses
___ Not included
1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)
2. ACQUIRING AND USING KNOWLEDGE AND SKILLS
3. TAKING APPROPRIATE ACTION TO MEET NEEDS
Not Yet
Completely
6
7
Summary of Relevant Results
Yes
No
3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Circle one number)
Describe progress:
Draft under development by the Early Childhood Outcomes Center (ECO) - revised: 4/20/06
4

ECO COSF
Revised by Army
EDIS

Army EDIS COSF

Army EDIS
CHILD OUTCOMES SUMMARY FORM

Child's Full Name: _____ Child's date of birth: ____/____/____ (Day / Month / Year)

Date of Rating: ____/____/____ (Day / Month / Year) ☐ Initial IFSP/First rating ☐ Annual/Subsequent IFSP rating ☐ Exit rating

EDIS Program: _____

• To answer the questions below, think about the child's functioning as indicated by assessments & based on observations from individuals in close contact with the child. • Answer questions 1b, 2b, and 3b for annual, subsequent & exit ratings.

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

•Relating with adults •Relating with other children •Following rules related to groups or interacting with others (if older than 18 mos.)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

1b. Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? ☐ Yes ☐ No

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

•Thinking, reasoning, remembering, & problem solving •Understanding symbols •Understanding the physical & social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

2b. Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? ☐ Yes ☐ No

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

•Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.) •Contributing to own health & safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months) •Getting from place to place (mobility) & using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

3b. Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? ☐ Yes ☐ No

**** The child's IFSP (and record) include documentation to fully support these ratings.* ☐ Yes ☐ No
If yes, this form is complete. If no, supporting documentation must be completed on the back of this form.

Persons involved in deciding the summary ratings:

Names	Roles

Army EDIS Child Outcomes Summary Form (January 2008) Adapted with permission.
Original developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

EDIS Child Outcomes Summary Form
Additional Supporting Evidence for Outcome Ratings

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Sources of Information	Date	Child's skills or behaviors related to this outcome.

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Sources of Information	Date	Child's skills or behaviors related to this outcome.

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Sources of Information	Date	Child's skills or behaviors related to this outcome.

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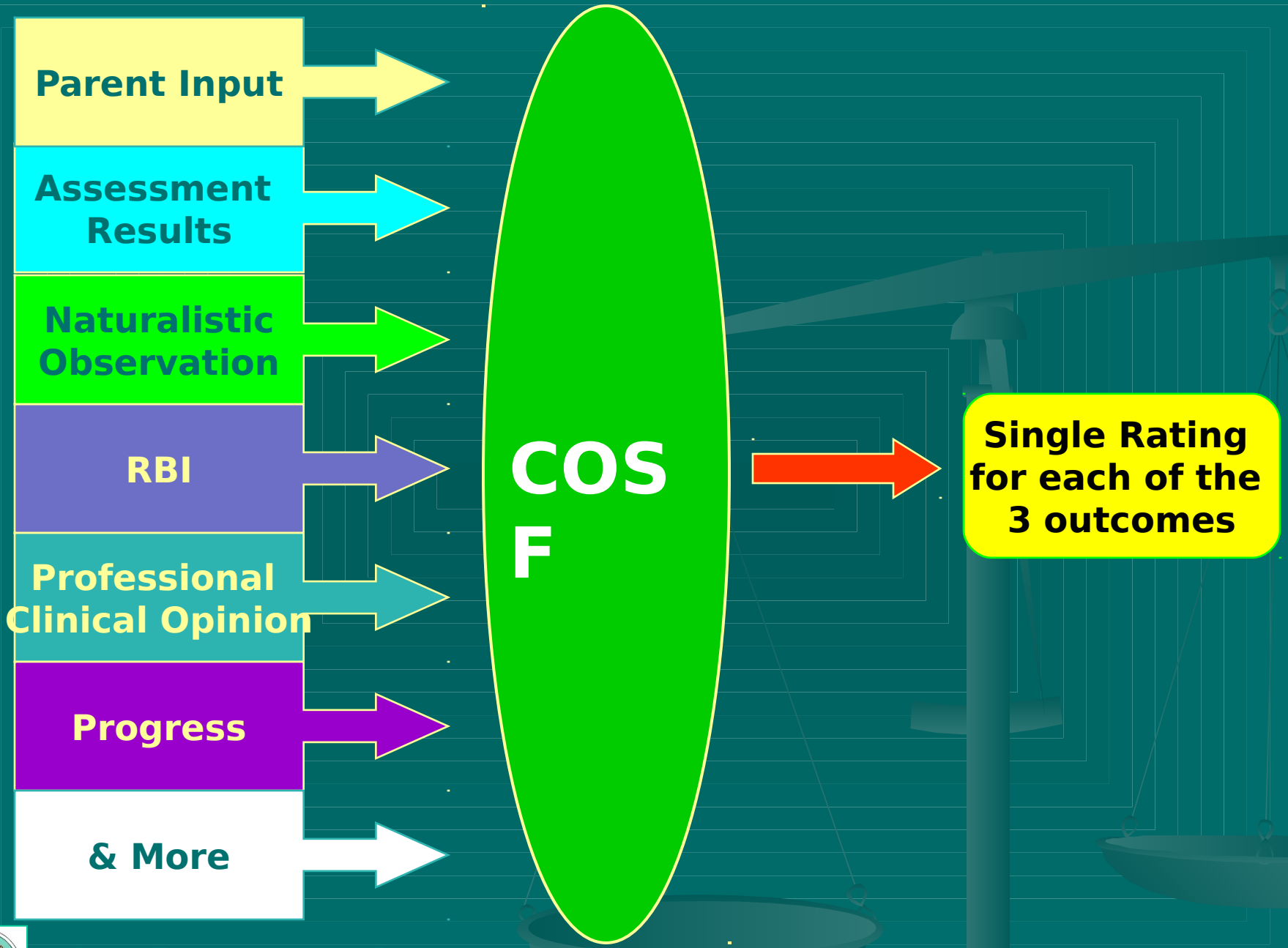
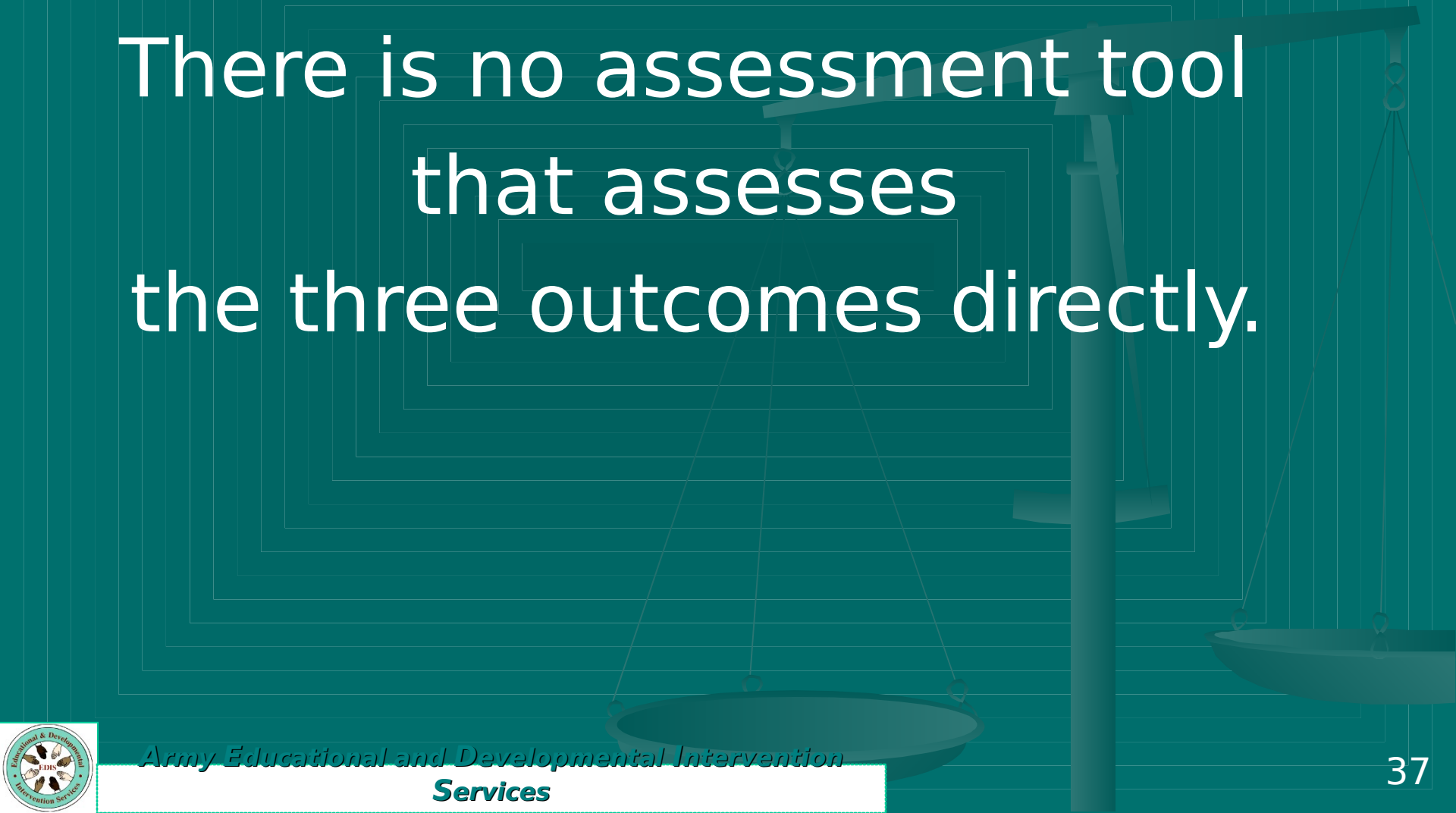

Parent Input
Assessment Results
Naturalistic Observation
RBI
Professional Clinical Opinion
Progress
& More
COS F
Single Rating for each of the 3 outcomes

Assessment

There is no assessment tool
that assesses
the three outcomes directly.



Points of View

- What any individual professional (or parent) “tunes into” depends on his/her orientation
- Training provides an “organizing framework” for how different professionals see the child.

- Each child is unique and has their own mix of behaviors, skills, capabilities, strengths, interests, and needs

Information for COSF

- Being attune to “alternate domains of development” and the 3 Early Childhood Outcomes *early on* in the process is valuable for attaining a functional picture of the child relative to the 3 Outcomes.

Completion of the COSF must include:

- Information about the child’s present levels of functional integrated development
  - *Remember that information from the RBI is indispensable*
- Naturalistic observation
- Parent input
- Team involvement

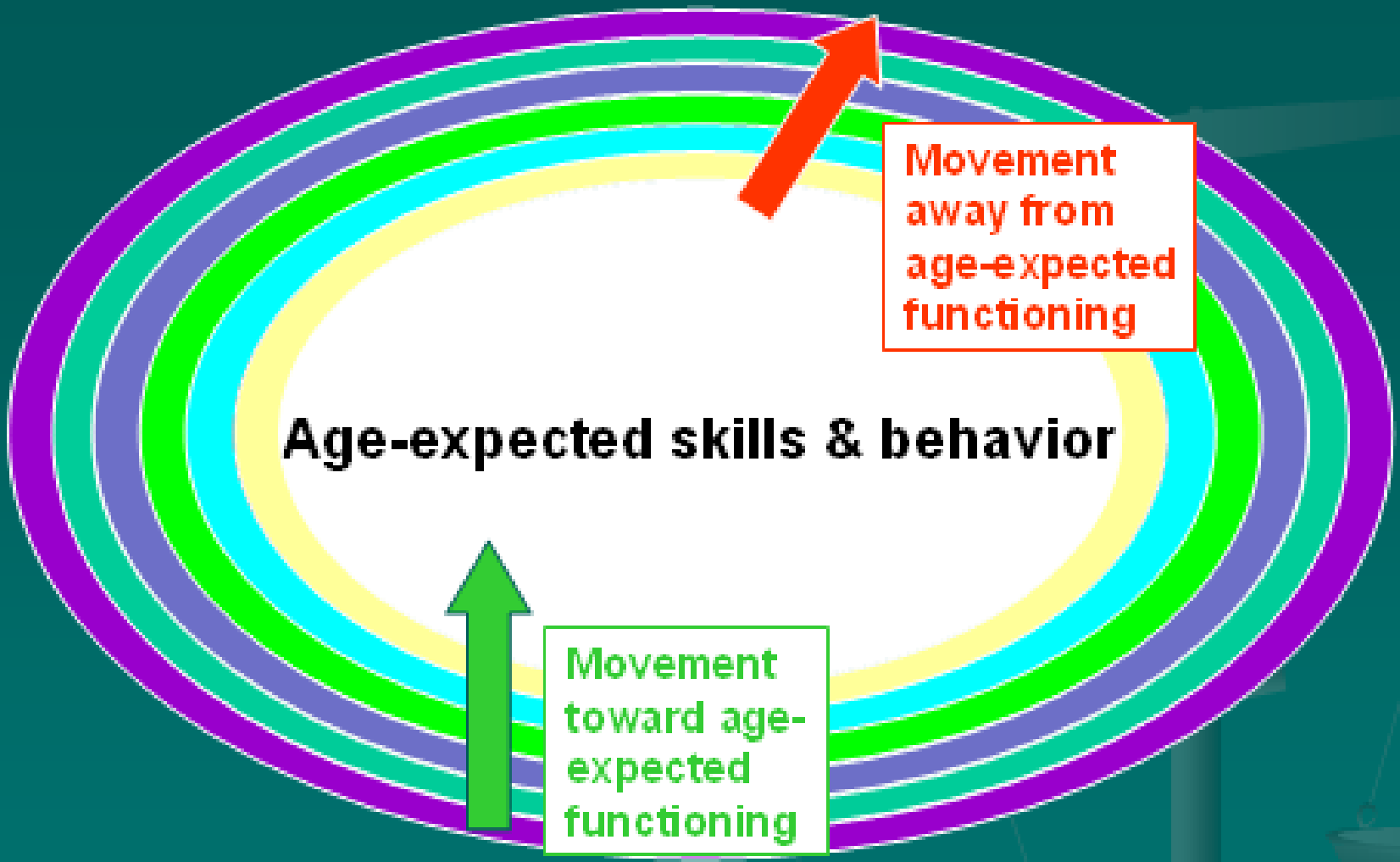
“The best way to understand
the development of children
is to observe their behavior
in natural settings
while they are interacting
with familiar adults
over prolonged periods of time.”

Urie Bronfenbrenner

COSF Questions

- **@ Initial, Annual, and Exit** ***1a, 2a, 3a***
  - To what extent does the child show behaviors and skills related to each outcome appropriate for his/her age across a variety of settings and situations? (Rating: 1 – 7)
- **@ Annual and Exit** ***(not @ initial) 1b, 2b, 3b***
  - Has the child shown any new skills or behaviors related to each outcome since the last outcomes summary? (yes or no)
- **Ratings are based on the child's functioning:**
  - What the child does across settings and situations
  - Compared with what is expected given the child's age

Achievement of Each Child Outcome

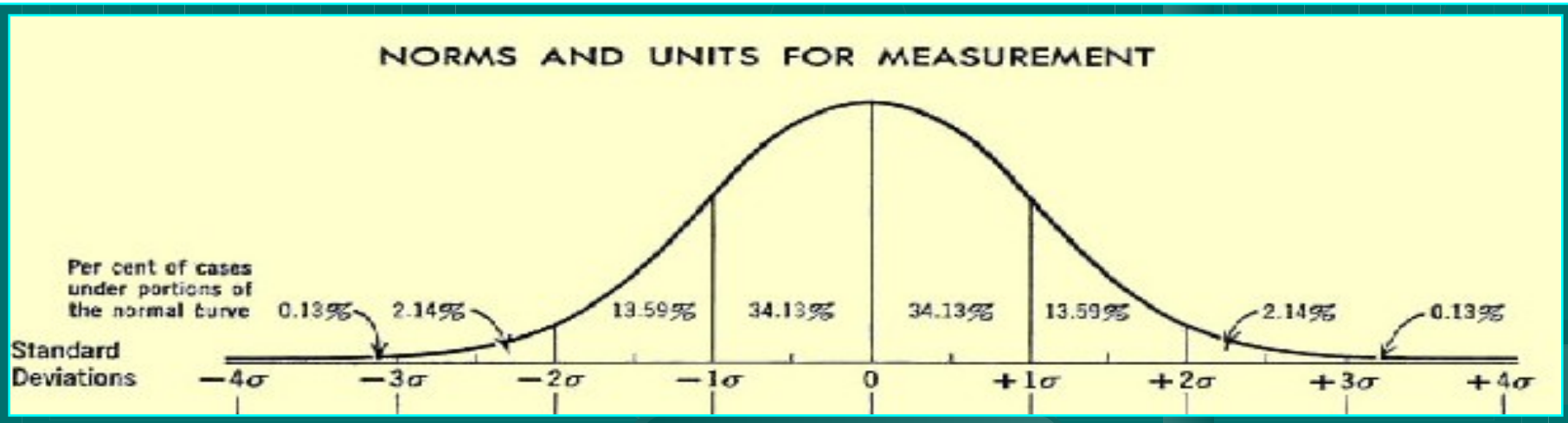


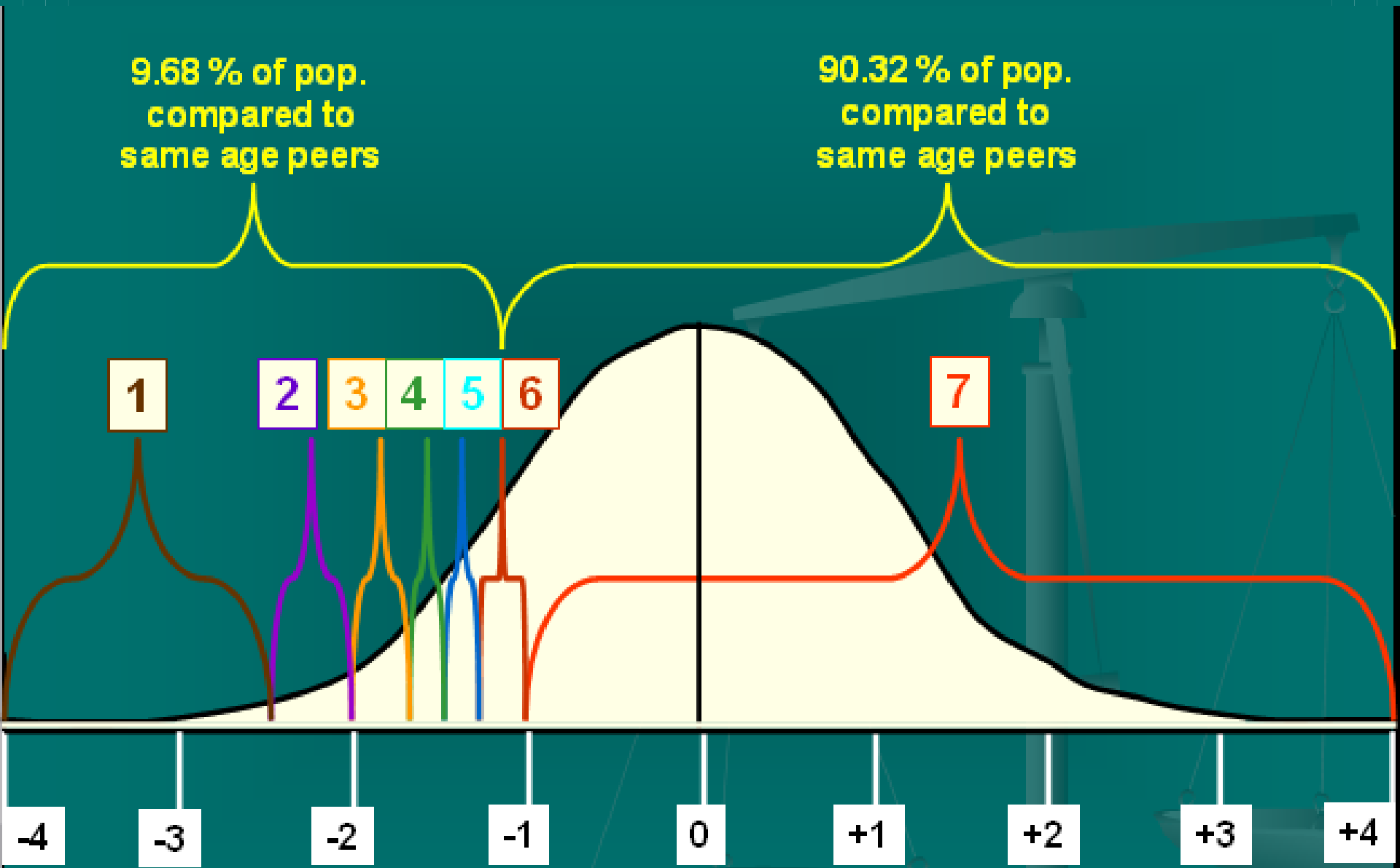
Normal Curve Corresponding to Points on COSF Rating Scale

Aspects of the Normal Curve Corresponding to Each Point on the ECO Rating Scale

ECO Rating	Lower bounds for rating (SDs):	Upper bounds	Area from mean on normal curve to lower bounds	% of population (rounded)	Cumulative proportion of population that is this rating or above	Comparable to same aged peers	Develop mental Quotient, M = 100, SD = 15	T Score, M = 50, SD = 10
7	>-1	NA	0.3413	84.13%	0.8413	90.32% of pop	85.0	40.0
6	-1.30	-1.01	0.4032	6.19%	0.9032		80.5	37.0
5	-1.50	-1.31	0.4332	3.00%	0.9332		77.5	35.0
4	-1.76	-1.51	0.4608	2.76%	0.9608		73.6	32.4
3	-2.06	-1.77	0.4803	1.95%	0.9803	9.68% of pop	69.1	29.4
2	-2.57	-2.07	0.4949	1.46%	0.9949		61.5	24.3
1	NA	<-2.57	0.5	0.51%	1			

Standard Score Conversion Formula
Score = z(sd) + mean




9.68 % of pop.
compared to
same age peers
90.32 % of pop.
compared to
same age peers
1
2
3
4
5
6
7
-4
-3
-2
-1
0
+1
+2
+3
+4

Ratings 7 *"Completely"* and 6

7

- Child shows functioning expected for his/her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **appropriate** for his/her age.
- No one has any concerns about the child's functioning in this outcome area.

6

- Child's functioning generally is considered **appropriate** for his/her age but there are **some significant concerns** about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.
- Although **age-appropriate**, the child's functioning may border on not keeping pace with age expectations.

Distinguishing Ratings 7 vs. 6

- All children have strengths and weaknesses. Families and providers identify areas to work on to support ongoing growth (some call these “concerns”)

- Concerns raised for which families and providers may want to offer extra support and strategies to promote development, but the area of concern is not a possible indicator or precursor of a significant developmental problem (7).

- Developmental concerns-weaknesses significant enough to watch closely and definitely support. Although age expected now, the child’s development boarders on not keeping pace with age-expected levels or shows early signs of possible developmental problems (6). Re-screening children.

Ratings 5 *"Somewhat"* and 4

5

- Child's functioning expected for his/her age **some of the time and/or in some situations.** Child's functioning is a mix of age appropriate and not age appropriate behaviors and skills.
- A child's functioning might be described as like that of a **slightly younger child**.

4

- Child shows **some but not much** age-appropriate functioning.

Ratings 3 *"Emerging"* and 2

3

- Child does **not yet** show functioning expected of a child of his/her age in any situation.
- Child's behaviors and skills include **immediate foundational skills** upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations.
- Functioning might be describes as like that of a **younger child**.

2

- Child's behaviors and skills include **some immediate foundational skills** but these are not displayed very often across settings and situations.

Ratings 1 *"not yet"*

1

- Child does **not yet** show functioning expected of a child his/her age in any situation.
- Child's skills and behaviors also **do not yet include any immediate foundational skills** upon which to build age appropriate functioning.
- Child's functioning might be described as that of a **much younger child**.

Relative to Each Outcome

Think About…

Worksheet

Documenting the Basis for the COSF Rating

Child's Name: _____ Outcome: 1 2 3 Rating: 1 2 3 4 5 6 7

Functioning that will lead to immediate foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
Functioning that will lead to immediate foundational skills	**Functioning that shows immediate foundational skills**	**Functioning that is age appropriate**
		Age appropriate, but some concerns
Behavior that is not age appropriate but not like that of a younger child or other serious dev		
Key behaviors or skills that are expected of children this age but are missing		

Age appropriate, but some concerns

Atypical behavior, but not like that of a younger child

Key behaviors or skills that are expected of children this age but are missing

Services

Completing the COSF form

- On the form, you will need to document
  - Child's name
  - Child's DOB
  - Rating date and which rating (initial, subsequent, exit)
  - EDIS Program Location
  - The consensus rating for each outcome
  - If the child's IFSP includes documentation to support ratings if not complete page 2 of COSF
  - Persons involved in deciding the summary rating
  - Evidence that led to the selected rating that is not included on the IFSP or in the child's record (use page 2 of COSF)

- The form is filed in the child's record under section 2

IV. Know about the child's functioning across settings and situations.

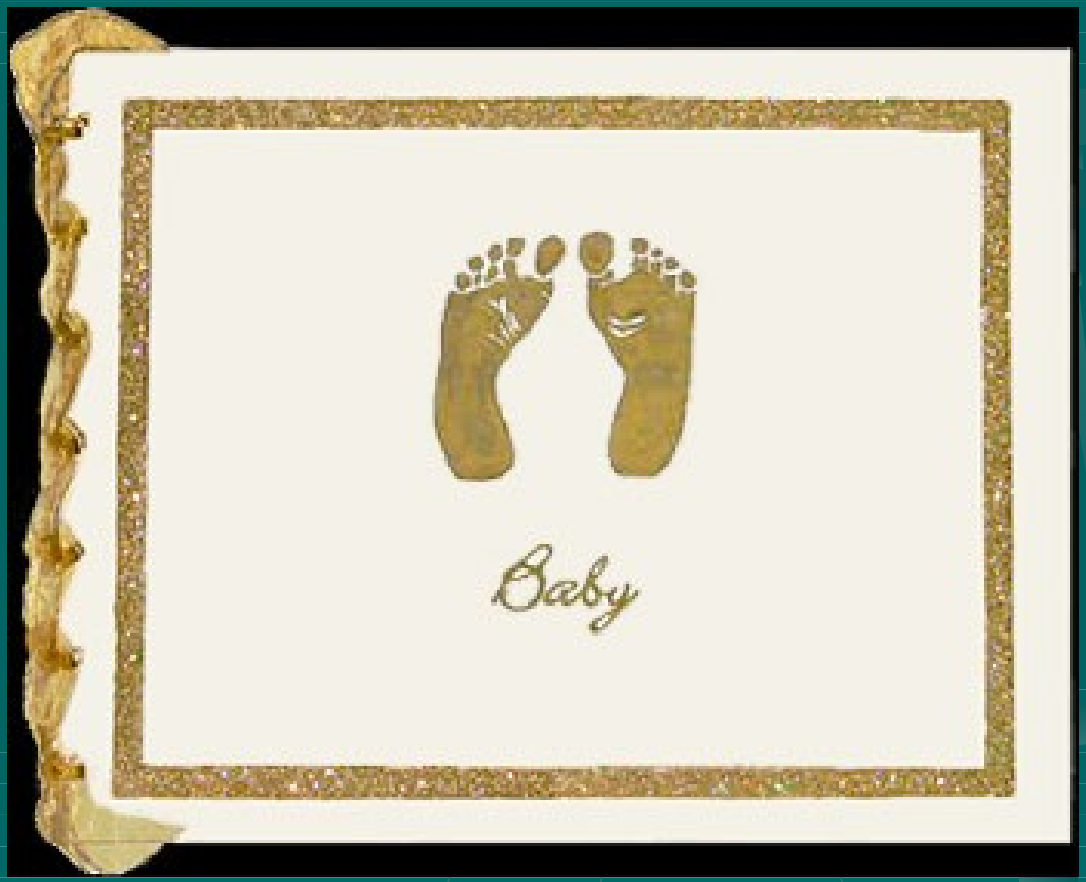
Practice Example – *initial rating*

George "William" Wonder

- Review case study materials

1. BDI Crosswalk (from ECO Oct. 07)
2. BDI Crosswalk completed for William
3. IFSP-PD including RBI for William
4. Video clip of William in a variety of situations

Meet William & His Family



William – Outcome 1

- What is William doing with regard to building social relationships and getting along with others?
  - What are things he does when it comes to relating to adults? …How about relating to other children?

- Consider strengths and areas of concern.

ECO Discussion Prompts

William – Outcome 1

Documenting the Basis Worksheet

- What is William doing that is we would expect to see for children his age?
- What is he doing that might be immediately foundational to age expected skills/behaviors?
- What is he doing that will lead to immediate foundational skills?
- What would we expect a child William's to be doing in this area?
- Is he demonstrating any atypical behaviors?

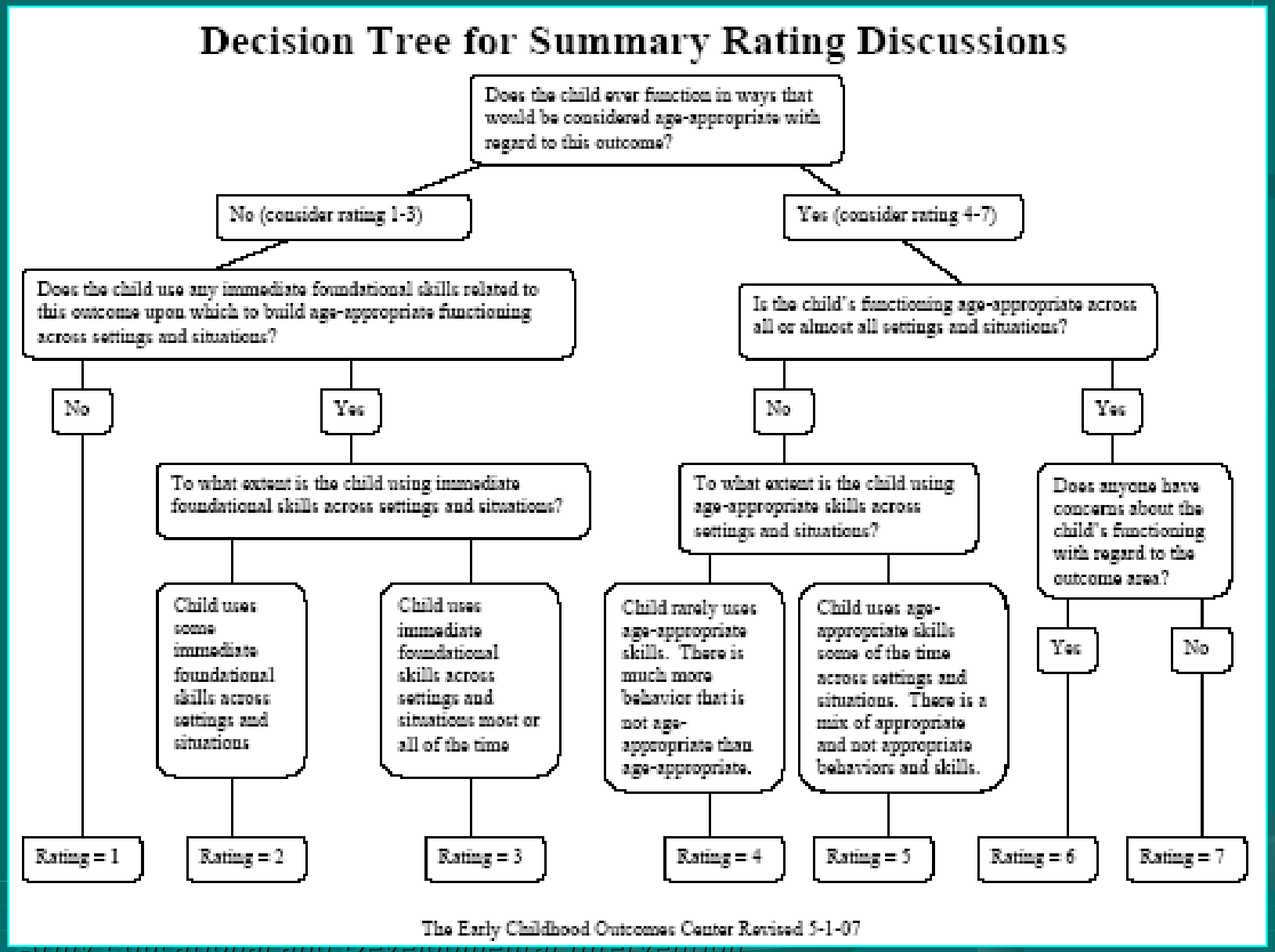
Rating Table 1 – 7

Overall Age Appropriate	Completely *means:*	• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. • No one has any concerns about the child's functioning in this outcome area.
		• Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age Appropriate	Somewhat *means:*	• Child shows functioning expected for his or her age some of the time and/or in some situations. Child's functioning is a mix of age appropriate and not age appropriate behaviors and skills. • Child's functioning might be described as like that of a slightly younger child*.
		• Child shows some but not much age-appropriate functioning.
	Emerging *means:*	• Child does not yet show functioning expected of a child of his or her age in any situation. • Child's behaviors and skills include immediate foundational skills upon which to build age appropriate functioning. Child shows these immediate foundational skills most or all of the time across settings and situations. • Functioning might be described as like that of a younger child*.
		• Child's behaviors and skills include some immediate foundational skills but these are not displayed very often across settings and situations.
	Not yet *means:*	• Child does not yet show functioning expected of a child his or her age in any situation. • Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. • Child's functioning might be described as like that of a much younger child*.

With numerical ratings

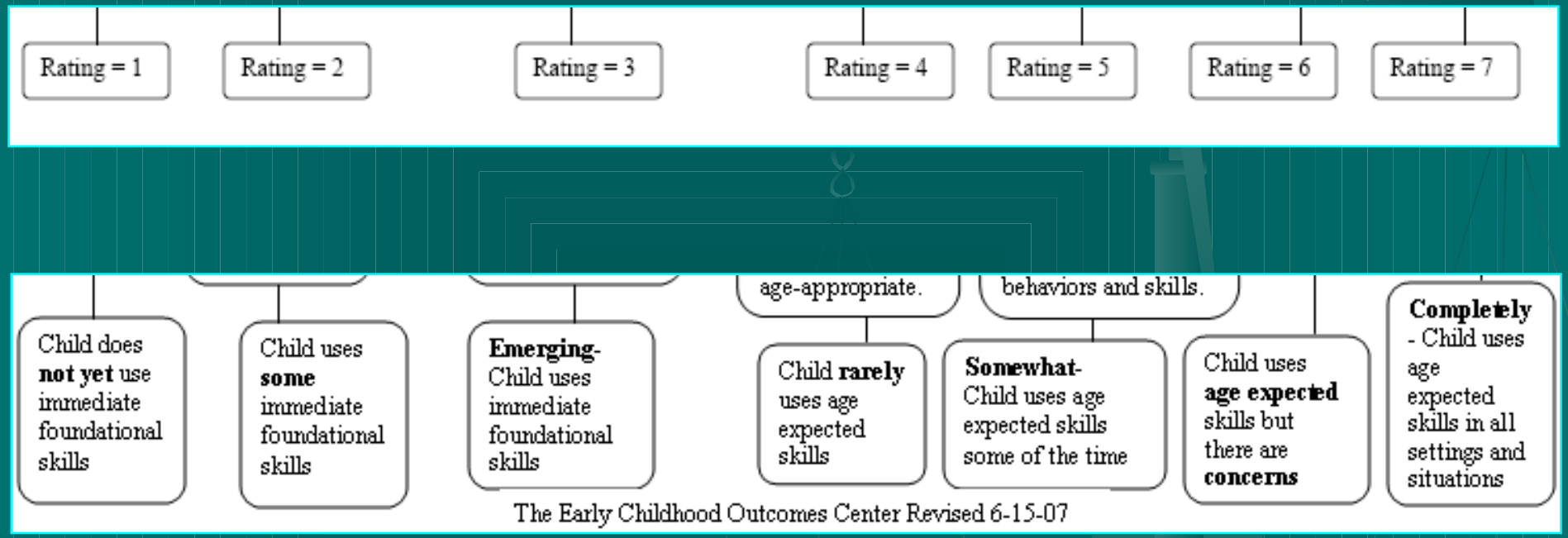
Without numerical ratings

Decision Tree


Decision Tree for Summary Rating Discussions
Does the child ever function in ways that would be considered age-appropriate with regard to this outcome?
No (consider rating 1-3)
Yes (consider rating 4-7)
Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?
Is the child's functioning age-appropriate across all or almost all settings and situations?
No
Yes
No
Yes
To what extent is the child using immediate foundational skills across settings and situations?
To what extent is the child using age-appropriate skills across settings and situations?
Does anyone have concerns about the child's functioning with regard to the outcome area?
Child uses some immediate foundational skills across settings and situations
Child uses immediate foundational skills across settings and situations most or all of the time
Child rarely uses age-appropriate skills. There is much more behavior that is not age-appropriate than age-appropriate.
Child uses age-appropriate skills some of the time across settings and situations. There is a mix of appropriate and not appropriate behaviors and skills.
Yes
No
Rating = 1
Rating = 2
Rating = 3
Rating = 4
Rating = 5
Rating = 6
Rating = 7
The Early Childhood Outcomes Center Revised 5-1-07

Decision Tree

with & without numerical ratings


Rating = 1
Rating = 2
Rating = 3
Rating = 4
Rating = 5
Rating = 6
Rating = 7
Child does **not yet** use immediate foundational skills
Child uses **some** immediate foundational skills
Emerging- Child uses immediate foundational skills
age-appropriate.
behaviors and skills.
Child **rarely** uses age expected skills
Somewhat- Child uses age expected skills some of the time
Child uses **age expected** skills but there are **concerns**
Completely - Child uses age expected skills in all settings and situations
The Early Childhood Outcomes Center Revised 6-15-07

Documenting on the COSF

Army EDIS
CHILD OUTCOMES SUMMARY FORM

Child's Full Name: _____ Child's date of birth: ____/____/____ (Day / Month / Year)

Date of Rating: ____/____/____ (Day / Month / Year) ☐ Initial IFSP/First rating ☐ Annual/Subsequent IFSP rating ☐ Exit rating

EDIS Program: _____

• To answer the questions below, think about the child's functioning as indicated by assessments & based on observations from individuals in close contact with the child. • Answer questions 1b, 2b, and 3b for annual, subsequent & exit ratings.

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

•Relating with adults •Relating with other children •Following rules related to groups or interacting with others (if older than 18 mos.)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

1b. Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? ☐ Yes ☐ No

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

•Thinking, reasoning, remembering, & problem solving •Understanding symbols •Understanding the physical & social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

2b. Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? ☐ Yes ☐ No

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

•Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.) •Contributing to own health & safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months) •Getting from place to place (mobility) & using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

3b. Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? ☐ Yes ☐ No

**** The child's IFSP (and record) include documentation to fully support these ratings.* ☐ Yes ☐ No
If yes, this form is complete. If no, supporting documentation must be completed on the back of this form.

Persons involved in deciding the summary ratings:

Names	Roles

Army EDIS Child Outcomes Summary Form (January 2008) Adapted with permission.
Original developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

EDIS Child Outcomes Summary Form
Additional Supporting Evidence for Outcome Ratings

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Sources of Information	Date	Child's skills or behaviors related to this outcome.

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Sources of Information	Date	Child's skills or behaviors related to this outcome.

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Sources of Information	Date	Child's skills or behaviors related to this outcome.

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Original developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education.

William – Outcome 2

- Discuss what is known about William with regards to outcome 2
- Examine (and record) William's functioning on the "Documenting Basis Worksheet"
- Decide on a rating using the rating table/decision tree
- Note questions and issues that came up

William – Outcome 3

- Discuss what is known about William with regards to outcome 3
- Examine (and record) William's functioning on the "Documenting Basis Worksheet"
- Decide on a rating using the rating table/decision tree
- Note questions and issues that came up

V. Understand age expectations for the child's functioning within his/her culture.

Cultural Considerations

- Know what behaviors and skills are appropriate for the child's age within the context of the family and their culture.
- Use the expectations for the child's culture to decide if the child's functioning is at the level expected.

Special Considerations

- Very young children
- Children with only speech/articulation delays
- Assistive technology and accommodations

Team Consensus Challenges

What if the team cannot reach consensus?

- Focus discussion on child's skills related to the outcome.
- Don't go to selecting a rating number too quickly.
- Discuss rationales for differing ratings.
- Focus on concrete descriptions & how they support a particular rating.
- Include more discussion on typical development for a same age child.

Team Consensus Challenges

- General Policy

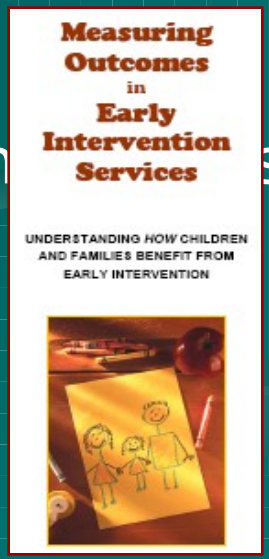
1. Ensure all available information & resources are being used.
2. Seek additional information.
3. Call upon other resources to assist with the rating process.
4. Majority rules.

Team Scenario

- Present what is known about the child and select one outcome to work through.
- Discuss what is known about the child with regards to the chosen outcome
- Discuss and record key points about the child's functioning on the "Documenting Basis Worksheet"
- Decide on a rating using the rating table/decision tree
- Note questions and issues that came up
- Share scenario with group

Including Parents
in the Rating Meeting

- Team Member
- Information Provider
  - Parent input is critical - COSF ratings rely on information about the functioning across situations and settings.
- Participant in the COSF rating discussion
  - Encouraged, but not required.
  - When included use decision tree & rating table without numerical ratin s
- Consumer
  - Explain why the rating is being done and what in means.
  - Refer to Measuring Outcomes tri-fold

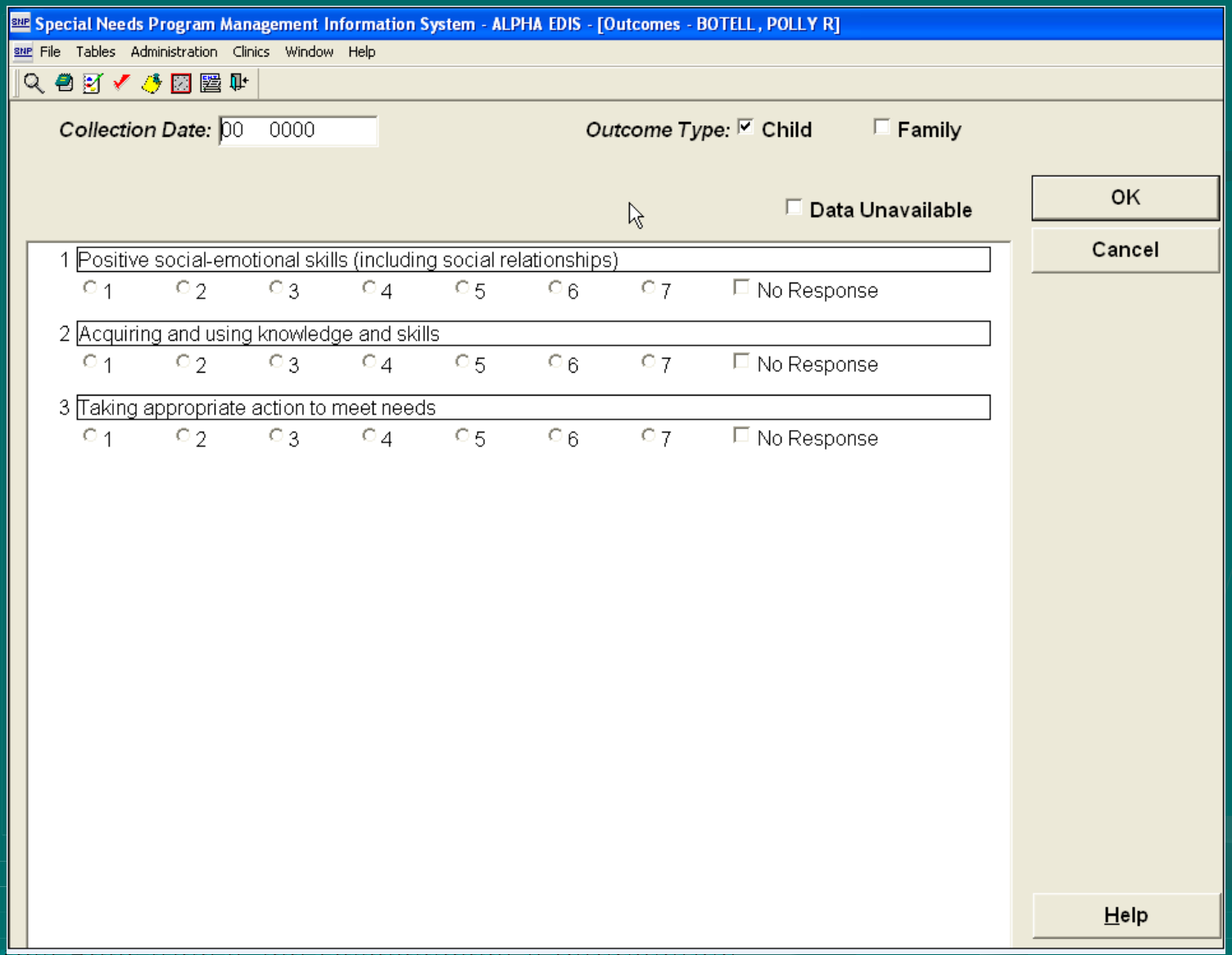

Measuring Outcomes in Early Intervention Services
UNDERSTANDING HOW CHILDREN AND FAMILIES BENEFIT FROM EARLY INTERVENTION

Subsequent Ratings

- Essentially the same procedure as entry
- **In addition**, answer questions 1b, 2b, and 3b
- ‘b’ questions address progress
  - Any progress the child has made even if that progress does not give the child a higher rating on the scale.
  - Compares child to his/her own past behavior.
  - Small steps of progress count!

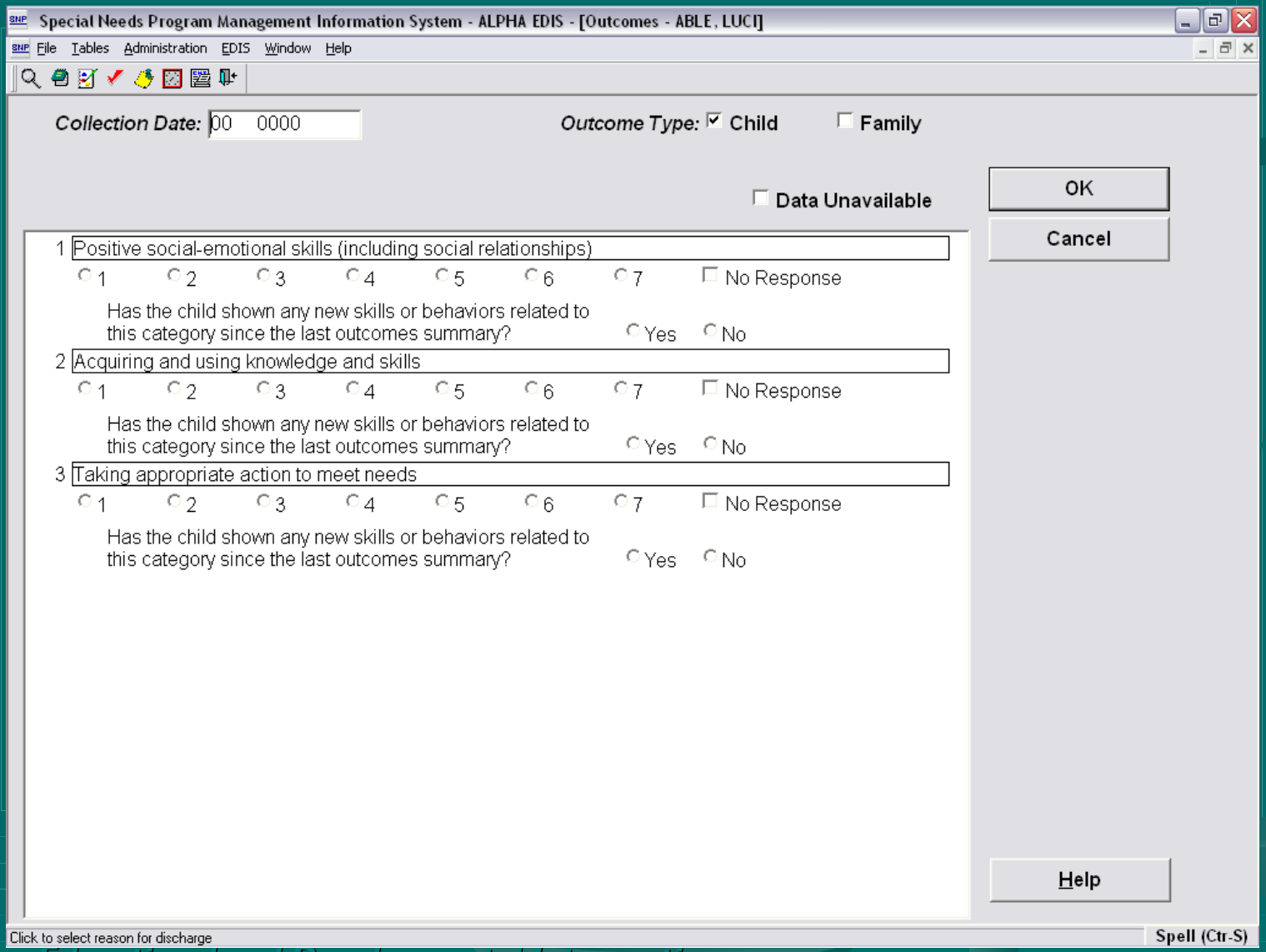
Entering Data in SNPMIS

Initial Entry


Special Needs Program Management Information System - ALPHA EDIS - [Outcomes - BOTELL, POLLY R]
File Tables Administration Clinics Window Help
Collection Date: 00 0000
Outcome Type: Child Family
Data Unavailable
OK
Cancel
1 Positive social-emotional skills (including social relationships)
1 2 3 4 5 6 7 No Response
2 Acquiring and using knowledge and skills
1 2 3 4 5 6 7 No Response
3 Taking appropriate action to meet needs
1 2 3 4 5 6 7 No Response
Help

Entering Data in SNPMIS

Annual and Exit Entries


Special Needs Program Management Information System - ALPHA EDIS - [Outcomes - ABLE, LUCI]
File Tables Administration EDIS Window Help
Collection Date: 00 0000
Outcome Type: Child Family
Data Unavailable
OK
Cancel
1 Positive social-emotional skills (including social relationships)
1 2 3 4 5 6 7 No Response
Has the child shown any new skills or behaviors related to this category since the last outcomes summary? Yes No
2 Acquiring and using knowledge and skills
1 2 3 4 5 6 7 No Response
Has the child shown any new skills or behaviors related to this category since the last outcomes summary? Yes No
3 Taking appropriate action to meet needs
1 2 3 4 5 6 7 No Response
Has the child shown any new skills or behaviors related to this category since the last outcomes summary? Yes No
Help
Click to select reason for discharge
Spell (Ctr-S)

Quality Assurance Checks

- After completing Module II training, each program will submit at least one completed COSF, accompanying documenting worksheet, and IFSP for review and feedback.
- Share questions and ideas as they arise.
- Frequently asked questions and answers will be published for sharing across the programs.

When & How Often Will Child Outcomes be Measured?

- Begin collection now
- Include all new IFSPs
  - Within 30 days on either side of initial IFSP
- Thereafter
  - Exit outcome data for all children exiting that have had services at least 6 months & had a prior COSF
    - At Exit
      - unless outcomes were measured within past 60 days
      - unless the child was in the program less than 6 months

Way ahead

- Timelines for implementation
  - Q 1 CY 2008
    - Training and Begin Collecting Child Outcomes
    - Enter data in SNPMIS
    - Quality Assurance Checks of Data Collection
  - Q 2 CY 2008
    - Continue Collecting Child Outcomes
    - Training and Begin Collecting Family Outcomes
    - Enter child and family outcome data in SNPMIS
    - Quality Assurance Checks of Data Collection
  - 1 July 2008
    - Full Implementation of Child and Family Outcomes across EDIS programs
    - Quality Assurance Checks of Data Collection Continue

Please Share Your Ideas & Questions

- What's working & what's not?
- What's clear & what's not?
- Are there ways to improve the process?

- Contact

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